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ABSTRACT

The most successful district inservice programs are developed by a committee representing each group that is to receive the training and by the institutions which are capable of providing it. Since colleges and universities will be called upon to provide some of the services, they should become involved in the initial planning and designing of the inservice system. The College of Education at Clemson University has developed a system to provide needed services to public schools. These include assistance in assessing their educational needs and cooperative planning of activities to meet these needs. Members of the faculty work with the school district in organizing a course based upon their needs, and a faculty member is assigned to teach the course. A description is given of the components that went into planning, administrating, and evaluating this program. (JD)

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DEVELOPING AN INSERVICE EDUCATION PROGRAM

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Paper presented at the Annual Meeting of the National Council of States on Inservice Education
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We have become so involved in searching for new knowledge that the United States is losing out in the industrial race for new markets. Americans are conducting the expensive research while other countries are applying it and reaping the benefits. Somewhere along the line we have failed to transmit our vast economic knowledge into improving the quality of life for all our people.

During the same year in which American scientists won over one-half of the Nobel prizes in medicine and life sciences, people in twenty countries had longer life spans than our citizens and those in eighteen had lower mortality rates among infants. For decades we have lead the world in Gross National Product per capita, but during the next decade we will be lucky to rank seventh or eighth among the nations of the world.

Once the world's supplier of manufactured goods, we now lag behind. Only in agriculture, aircraft and computer manufacturing are we dominant. Research has enabled us to perfect TV and various electrical appliances, but profits are going to foreign manufacturers from whom we buy the goods. Local department stores are stocked with merchandise made in Japan or assembled in Mexico.

Industrialization has assisted in raising our standard of living to the highest in the world; however, the loss of industries is causing unemployment and economic hardship in once prosperous industrial areas. Too many Americans exist at the poverty level. More than 20% of our population is classified as deprived. Unless economic trends are reversed, by the year 2,000 at least half of us may be in this category.

How do we reverse the economic trends that cause industry after industry to open foreign plants? The causes of these economic trends are complex and solutions are more complex. Some blame our economic plight upon the vast amount of oil we are forced to import. This argument is weak: Japan imports both oil and raw materials, yet realizes a surplus of over 16 billion dollars per year. Others blame high wages and unskilled laborers.

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American industries are spending millions each year on retraining workers and on-the-job training, but retraining workers may be too late to stem the tide. Poorly trained employees and an inability to advance are major reasons for excessive labor turnovers, low production output and high production costs.

In 1964, Congress realized the importance of upgrading employees in the industrial community. The Civil Rights Act of 1964 requires plans submitted by various agencies to include "provisions for the establishment of training and education programs designed to provide a maximum opportunity for employees to advance." The U. S. Equal Employment Opportunity Commission requires programs for upgrading skills. In spite of these requirements, on-the-job training continues to be the major means of employee training.

Public education now faces similar challenges. The tragedy of the decade is that public schools which spend so much time in upgrading the education of a nation have expended so little time and effort in upgrading their own employees. Without effective inservice education programs, educators cannot perform at their peak efficiency.

Many of the difficulties that school districts have in coping with current problems stem from a failure to provide continuing training for teachers and administrators. Both the frequency and the types of unsolved educational ills of a school district are traceable to inadequacies in the inservice education program.

During the 1960's and early 70's, school districts devoted considerable time and resources to teacher recruitment necessitated by excessive teacher turnover. Now that the teaching force is becoming less mobile, school districts must immediately redirect their efforts to upgrading and retraining teachers currently employed.

Inservice education, long neglected, has been catapulted into the arena as an important component of teacher education. After a national survey of its members, one association indicated that teachers were dissatisfied with inservice programs and placed them at the top of the list of professional deficiencies. In-service education has become a major item in teacher negotiations and contracts.

Inservice education has always been important to teachers. They have attended workshops, meetings, conventions and taken college courses -- mostly at their own expense. The programs have been organized by districts or colleges and universities -- mostly with little attention to job relatedness.

Now that the spotlight has been focused on inservice education, struggles over its control and governance threaten to divide the profession. One group advocates teachers determining their own needs and planning their own programs. Another group maintains that inservice education must be based upon a more objective evaluation of the strengths and weaknesses of individuals. Administrators charged with the responsibility for improving the instructional program insist that if inservice education is made available, it must be mandatory. Others are contending that it should be voluntary.

The demand for inservice training has caused school districts to launch into various kinds of programs and systems. Many districts are not prepared to provic the services they propose. They have not completed the requisite steps necessary to develop a successful inservice program.

Not being familiar with establishing the requisites of a sound staff development program, school districts are relying heavily upon colleges of education for expertise.

Most institutions have had very little experience in providing inservice education. They have had little reason to develop an inservice delivery system and have tended to make no distinction between inservice and regular graduate courses. In many instances, the same courses have been used to serve all needs of teachers.

Since school districts and colleges should be partners in providing inservice education, both must develop appropriate plans. The most successful district inservice programs are developed by a committee representing each group who is to receive the training and institutions which are capable of providing it. Since colleges and universities will be called upon to provide some of the services, they should become involved in the initial planning and designing of the inservice system.

The college must develop an appropriate plan for providing services to school districts. The plan must contain a list of services available and procedures for requesting them. All inservice activities designed for school districts should be administered by one office in the College of Education.

Basic to any plan of staff development is a recognition and agreement upon definitions of different kinds of programs, such as preservice, graduate and in-service. Preservice courses should be designed for initial certification and be taught on the undergraduate level. Professional graduate courses should be designed for fully certificated personnel. Inservice courses and activities may be organized for one of several purposes but should be correlated with preservice training and be based upon assessed needs.

Colleges and universities are able to provide services and expertise unobtainable from any other source. Colleges of education can provide assistance in investigating various kinds of inservice programs which a school district is capable of offering. They can teach courses awarding college credit or continuing education credit units (CEU's) in a variety of areas.

Colleges can be instrumental in providing assistance in needs assessments. They can aid in identifying or developing instruments suitable for assessing individual and group needs and in developing activities to improve competencies.

Since preparing professional personnel is an important function of colleges of education, they can provide training programs for district personnel in organizing assessment programs and in planning inservice activities. They can assist school districts in making objective evaluations of the inservice system and in using these evaluations as a means of improving inservice training.

Though school districts possess considerable expertise in the teaching areas, colleges seem to be best equipped to provide instruction in the various disciplines. Courses based upon needs and designed by committees from the school district, College of Education and the teaching field department offer the best possibility for keeping teachers current and well informed.

Most colleges of education are not organized to provide an effective delivery system. They are accustomed to teaching credit courses, either as part of the regular load or on an overload basis. Some have had experience in teaching courses carrying CEU's. Since most of the school districts contract directly with individual faculty members, few colleges of education have had experience in contracting faculty services to a school district.

Scheduling inservice education is a difficult problem. Staff development should be a vital part of the workday. Unless school districts are able to give release time, inservice training will have to be an after-school or at-night activity. Inservice education will continue to be condemned by teachers as long as it is an adjunct to their job. Colleges of education will improve their inservice activities when they begin to look upon it as teaching in another setting rather than a part of their public service activities.

I want to examine the role of a college faculty member in developing a system of inservice education. Please bear in mind there may be many systems and many models but every one of them must contain certain basic components. I would like to take you step by step through our model because these criteria may be used in developing systems to meet the needs of any school district.

An effective inservice education program must be an integral part of a carefully planned total program based upon clearly-defined standards of proficiency and a valid system of evaluation. Since many school districts have not delineated the role of personnel and developed a valid system of evaluation, they have not laid the foundation on which to base an effective system of inservice education.

PLANNING THE PROGRAM

A carefully planned inservice education program should contain the following components. Systems Approach to Professional Development, indicates important criteria considered in developing each component.

Introduction: Committee Involvement. The program must be developed by a representative committee. This section should contain criteria for the selection and composition of the committee. The committee must be representative of the various levels of personnel who participate in the program. Committee members must be selected by prospective participants.

Philosophy. The inservice program must be based upon a philosophy which has been approved by the district. The philosophy recognizes the relationship between preservice and inservice education and indicates means of assessing individual and group strengths and weaknesses.

Purposes and Goals. This section lists the purposes and goals of inservice education. A major goal should be the acquisition of competencies needed to cope with professional tasks more successfully.

Design. This section lists the personnel to receive the training, who will determine the kinds of training, and the training resources available. The program should provide a wide variety of opportunities for personnel to meet individual and group needs. It should permit individualized and group programs cooperatively designed by individuals and designated personnel. The system must be based upon the workday of each participant. School districts must have resources to provide adequate professional training in the identified areas.

The design should list the types of inservice training available in the district: (1) college credit courses, (2) independent study, (3) participation in professional conferences, (4) publication of professional articles, (5) workshops, (6) educational travel, (7) curriculum development.

It should include formats for reporting on the various kinds of activities and how many points -- or other system of measuring -- each activity may count. Attached is one format for reporting and/or requesting inservice programs.

Criteria for Assessing Needs. This section should contain a discussion of the methods used in determining the training needs of individuals who participate in the program. Provisions to list needs in order of priority and according to long and short term needs must be made.

Administration. This section indicates how the program is to be implemented and administered. It must make provisions for a timetable showing the schedule for group and individual activities and reflect the systematic continuous nature of professional development.

Evaluation of the System. The program must provide criteria for evaluation of the system and for follow-up studies on individual participants.

The diagram, Systems Approach to Planning Inservice Education, shows the interrelationship of the components.

ADMINISTERING THE PROGRAM

Assess Teacher Competencies (1). Teacher competencies must be evaluated in terms of expected teacher performance as expressed in the philosophy of teacher role definition previously adopted. The techniques of assessment should include a variety of evaluative devices -- observations, check lists, interviews, but these tools should be clearly stated as part of the program.

Identify Teacher Needs (2). Teacher needs can most effectively be determined through evaluations by the evaluatee (self evaluation) and by an evaluator. A concensus concerning needs should be reached through conferences and discussions.

Develop Inservice Education in Terms of Teacher Needs (3). The most effective program is based upon individual needs and includes a variety of ways to increase efficiency -- reading, travel, workshops, seminars, noncredit courses, graduate courses.

Determine Training Priorities (4). Needs do not have to be ranked but should be arranged in some order of priority. First consideration must be given to remedying the deficiencies which most seriously affect the evaluatee in the performance of duties. Meeting some needs may require a short period of time while others may require a longer period.

Establish Criteria to Determine When Needs are Met (5). Training programs must not only indicate priorities but criteria to determine when needs are met.

Criteria may vary widely but the more effective ones include evaluator observation and examination of the areas involved.

Develop Schedule for Completion of the Program (6). The time schedule for completion of the program must be reasonable. It must be recognized that some weaknesses are readily correctable while others require longer periods. Serious defieiencies in preparation may require complete retraining in certain areas.

Perform Thorough Evaluation (7). After the program has been developed, the schedule followed and the training completed, an evaluator must perform a thorough evaluation of the inservice program itself. The major purpose of this evaluation is to determine the effectiveness of the program in improving competencies in the predetermined areas. The program must be evaluated in terms of the goals it was designed to accomplish.

Feed Back Results and Modify (8). When the goal of improving competencies has not been met, the inservice program planned for the individual must be redesigned.

EVALUATING THE PROGRAM

The inservice education model has been developed and an illustration given because an evaluation of a system must be based upon predetermined criteria.

Criteria for Evaluating Inservice Programs, contains a scale which has been developed to evaluate an inservice education program in a school district. The evaluative criteria are grouped according to system components and consist of a list of questions which are to be checked "yes" or "no."

THE CLEMSON SYSTEM

Renewed emphasis upon inservice education requires a re-examination of the aid a school district can obtain from colleges and universities. In 1968, the College of Education at Clemson University developed a system to provide the needed services to public schools. These services included, upon requests,(1) assistance to districts assessing their educational needs, and (2) planning with the district programs and/or activities to meet their special needs. If the participants desire a formal course based on these needs, the school district contracts with the College of Education to provide the training. Members of the faculty work with the school district in organizing a course based upon their needs and one of the faculty members is assigned to teach the course.

The College of Education uses a series of numbers, Ed 430/630 courses, to indicate these inservice courses. For example, Ed 434/634, Special Institute Course: Current Problems in Education, 3 cr., Subject areas organized according to Institute needs.

The college taught several courses using the same number but indicating different titles: Ed 434/634, Current Problems: Characteristics of the Gifted
Ed 434/634, Current Problems: Psychology of the Disadvantaged
Ed 434/634, Current Methods and Materials for Mathematics

The graduate level courses (600 series) are applicable to an advanced degree at the University, subject to approval by the student's committee and subject to use of 400/600 level courses in advanced degree programs.

For workshops and short courses, the College of Education awards Continuing Education Units (CEU) on the basis of one CEU for each ten clock hours.

In order to facilitate the organization of courses based upon needs of the school district, a committee in the College developed a model to be used in writing course syllabi.

The College of Education faculty at Clemson have become proficient in assessing educational needs and planning programs based upon them. As a result of working with school districts, they have become more aware of the needs of all students and of the necessity of planning learning activities appropriate to their needs.

We feel that this is the proper approach to providing inservice education, and twelve years of successful experience indicate the appropriateness of the system. One of the major strengths of the system is the cooperative arrangement the College of Education has with the other colleges within the University. If the needs assessment indicates training in English, for example, a member of the English faculty of the College of Liberal Arts assists in planning the course and may be employed to teach it.

An effective inservice program integrated into the ongoing classroom instructional program is a necessity if teachers and other professional personnel are going to be able to cope with changing educational conditions. It has great potential for instructional improvement. Inservice education can be a major instrument for assisting persons to cope with professional tasks more successfully, improving individual competencies, and providing new knowledge and teaching strategies needed to challenge the changing needs of students in our educational system.

Providing quality inservice education can easily be the most important challenge educators face in this decade. How we deal with this question could easily mean the difference between success and failure, survival or doom of professional education as states continue to develop plans for inservice education. It is hoped that the principles discussed in this paper will serve as a basis for state guidelines and standards.

San Diego, Cal.
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SYSTEMS APPROACH TO PROFESSIONAL DEVELOPMENT

An effective professional development program should contain the following sections:

A. INTRODUCTION

This section should include criteria for the selection and composition of a committee to develop the program and the procedures used in its development.

Criteria #1.

The composition of the committee should be representative of the various levels of personnel expected to participate in the program and committee members should be selected by prospective participants.

B. PHILOSOPHY

This section should contain the philosophy of professional development recommended by the committee and approved by the district. It should indicate how needs for in-service education are determined: (needs assessment, supervisor rating etc.).

Criteria #2.

The professional development program must be based upon the philosophy adopted by the district.

Criteria #3.

The professional development program must be constructed upon the preservice program and include valid means of assessing individual and group strengths and weaknesses.

C. PURPOSES AND GOALS

This section lists the purposes and goals of the professional development program.

Criteria #4.

An effective program must result in the acquisition of competencies needed to cope with professional tasks more successfully.

D. DESIGN

This section lists the personnel to receive training, who will determine the kinds of training; and the resources available.

Criteria #5.

The program must provide a wide variety of opportunities for personnel to meet individual and group training needs.

Criteria #6.

The individualized program should be cooperatively designed by the individual and other designated personnel.

Criteria #7.

The system must provide opportunities for individuals to identify their needs and assist them in developing responses to needs.

Criteria #8.

The school district must have the resources to provide adequate professional training in the proposed program.

Criteria #9.

The program must be based upon the work day of the participant.

Criteria #10.

Professional training must be related to the total development of overall competencies as well as specifically improving or acquiring skills.

E. CRITERIA FOR ASSESSING NEEDS

This section should include a list of the methods used in determining needs of persons participating in the professional development program.

Criteria #11.

The program must provide for an objective assessment of individual and group needs.

Criteria #12.

Needs should be arranged in priority order for both long term and short term needs.

F. ADMINISTRATION

This section should indicate how the program is to be implemented and administered.

Criteria #13.

The program must clearly outline the procedures to follow in requesting or engaging in the various activities.

Criteria #14.

The system must indicate the role and responsibility each participant is to have in developing the individual program.

Criteria #15.

A time table showing the schedule for group and individual activities must be provided.

Criteria #16.

The schedule should reflect the systematic, continuous nature of professional development.

Criteria #17.

The system must provide for an orientation to acquaint personnel with the professional development program.

G. EVALUATION OF THE SYSTEM

The program must provide criteria for evaluation of the professional development system.

Criteria #18.

The program must be evaluated in terms of the improvement shown in performing the tasks of the position.

Criteria #19.

The program must include criteria for follow-up studies and the use of the results in modifying the system.

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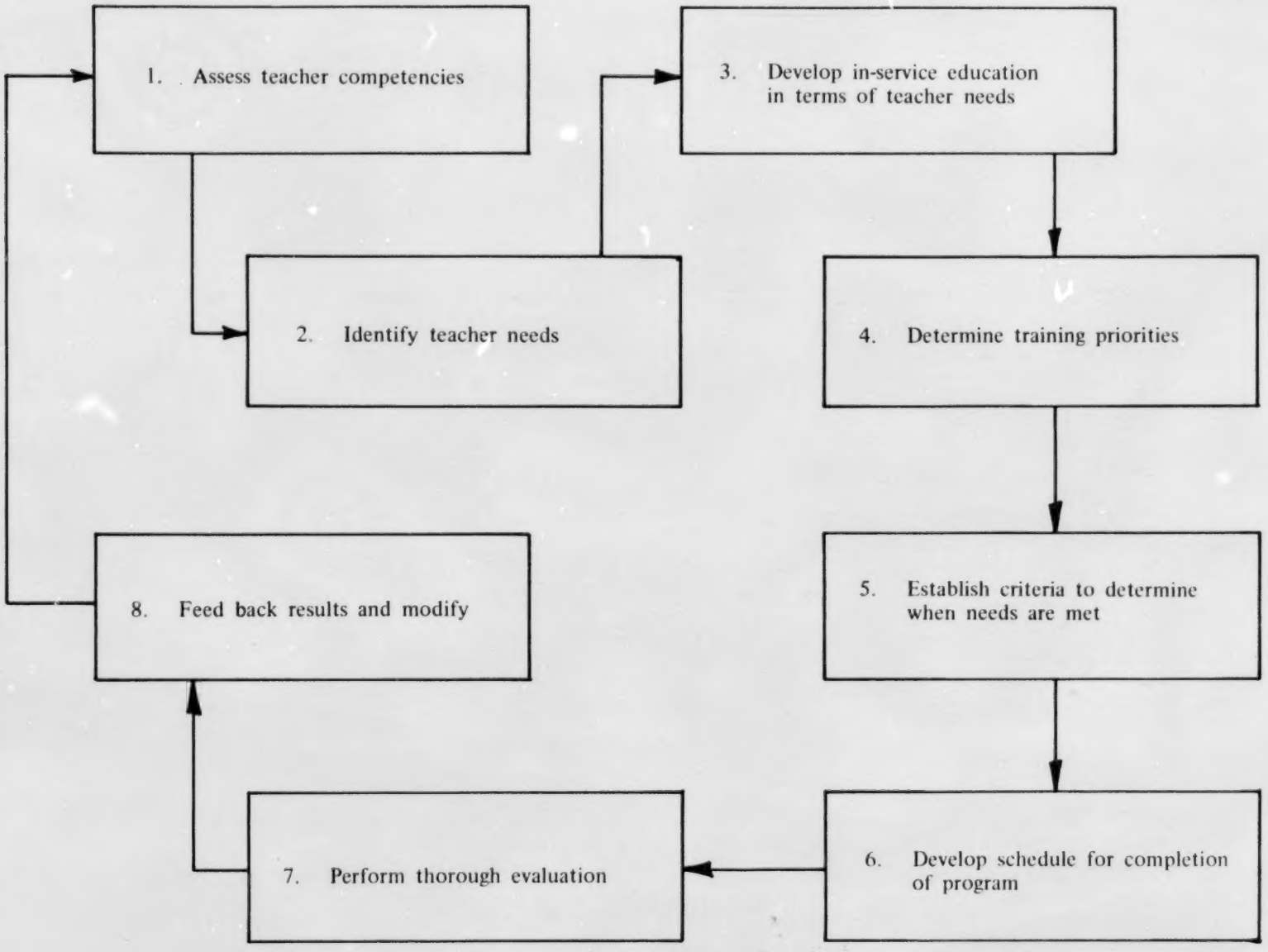
1. Assess teacher competencies
2. Identify teacher needs
3. Develop in-service education in terms of teacher needs
4. Determine training priorities
5. Establish criteria to determine when needs are met
6. Develop schedule for completion of program
7. Perform thorough evaluation
8. Feed back results and modify

SYSTEMS APPROACH TO PLANNING IN-SERVICE EDUCATION

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CRITERIA FOR EVALUATING AN IN-SERVICE EDUCATION SYSTEM

	Yes	No
1. COMMITTEE		
(a) Does the composition of the committee responsible for developing in-service education guidelines and policies represent the various levels of personnel who are to participate in in-service education?		
(b) Have the various levels of personnel who are to participate selected the committee?		
(c) Has the committee been given instructions concerning its responsibilities and the procedures to be followed in developing the system's policies and guidelines?		
(d) Has the committee been given a time schedule for development and the evaluation of the system?		
2. IN-SERVICE EDUCATION PHILOSOPHY		
(a) Have the purposes and rationale of the in-service education system been developed?		
(b) Have the duties and responsibilities of personnel who are to receive in-service education been clearly defined?		
(c) Is the in-service education philosophy based upon an assessment of competencies and identification of individual needs?		
(d) Does the system require the development of an individualized program tailored to the identified needs of each participant?		
(e) Is the in-service education system integrated with the pre-service education of the participant?		
3. GOALS OF EVALUATION		
(a) Are the objectives of the in-service education system clearly defined?		
(b) Does the in-service education system provide the means for achieving the objectives?		
4. SCOPE OF IN-SERVICE EDUCATION		
(a) Does the system specify who is to participate in in-service education?		
(b) Does the system include a schedule for program evaluation and follow-up?		
5. IN-SERVICE EDUCATION PROGRAMS		
(a) Does the in-service education system provide the breadth and depth needed to meet individual needs?		

	Yes	No
(b) Does the system require in-service education programs to be related to the realities of the job?		
(c) Does the in-service education system indicate a listing of available resources?		
(d) Is the in-service program based upon the results of teacher evaluation?		
(e) Does the program require individualization of in-service education?		
(f) Does the program provide opportunities during the working day to acquire new skills?		
(g) Does the program provide for the determination of training priorities of each participant?		
(h) Does the program require establishing criteria to determine when needs are met?		
(i) Does the system require developing for each participant a schedule for completion of the program?		
6. IN-SERVICE FOLLOW-UP (a) Does the in-service program provide for a reevaluation of personnel performance after completion of the training?		
7. PROGRAM ADMINISTRATION (a) Does the in-service system provide for orientation to acquaint personnel with the system?		
(b) Are the roles of the personnel involved in executing the in-service education program clearly delineated?		
(c) Does the system establish times which are available for scheduling in-service education?		
(d) Does the system indicate sources of funds which are available for in-service education?		
(e) Does the program require the distribution of the in-service education system to each person involved in the program?		
(f) Does the system provide for evaluation and modification of the in-service education system?		

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